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ABSTRACT

This handbook familiarizes interns with their responsibilities in school districts and in mentor teacher-intern programs. It answers questions about the Career in Teaching (CIT) program, a collaboration between the Rochester (New York) City School District and the Rochester Teachers Association to revitalize instruction by creating a true profession for teachers. CIT works to improve public education by allowing exemplary teachers to inspire excellence in others, share their expertise with others, and actively participate in instructional decision making without leaving the classroom. The topics include: what the CIT program is, who directs it, and how long it has existed; what the Rochester City School District Mentor Program is; what a lead teacher is; who qualifies for CIT internships; who designates interns and assigns them to mentors; the intent and length of internships; how interns are paired with mentors; how to get peer assistance; how often interns and mentors meet; how mentors know interns' needs; what support mentors provide; interns' responsibilities; professional expectations for interns; how to use per diem release time; intern evaluation; what successful completion means; evaluation requirements; and how to find help. Two appendixes outline professional expectations for interns and provide forms used in the mentor teacher-intern program and the 1999-2000 calendar. (SM)

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Career In Teaching

Mentor Teacher-Intern Program

HANDBOOK FOR INTERNS

School Year 1999-2000

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Rochester City School District

Superintendent of Schools
Clifford B. Janey

Rochester Free Academy

July 9, 1999

Dear New Teacher:

In Rochester and across America, we are at a crucial point in the education of our nation's young people. Expectations for students are greater than ever before, and rightly so. The increasingly stringent requirements for success in the workplace and in the global economy demand high standards in education.

Meeting those standards requires a well-trained, professional teaching staff committed to helping all students reach high levels of achievement. The Mentor Teacher-Intern Program, administered by the Rochester City School District's Career in Teaching Office, helps make that possible.

Through the program, first-year teachers (interns) receive the guidance of an experienced mentor to acclimate them to the District, enhance their professional skills, and inspire them to excellence. The program has served more than 1,600 interns since 1987 and has contributed to Rochester's higher-than-average retention rate of new teachers.

As the bar is raised in terms of expectations for teachers and students across the country, it is more important than ever for teachers to share their expertise and to learn from one another in helping students reach high standards. That philosophy is an integral and formal part of the teaching profession in Rochester. We are pleased to have you join us.

Sincerely,

Clifford B. Janey
Superintendent of Schools

131 West Broad Street • Rochester, New York 14614 • (716) 262-8378 Fax (716) 262-5151

RCSD incorporated in 1841

rta

rochester teachers association

Representing teachers • school instructors • substitute teachers • home/hospital teachers • retired teachers

July 8, 1999

Dear Colleagues:

Nearly fourteen years ago we proposed to the district the establishing of a Peer Assistance and Review (PAR) program as a cooperative effort to involve teachers in monitoring the quality within their own ranks. Half a year later, we negotiated an Internship Program for new teachers and an Intervention plan for tenured colleagues experiencing severe difficulties with their teaching performance. In 1988, the PAR program was incorporated into the Career In Teaching (CIT) agreement. Both the Internship and Intervention plans were modeled after similar programs pioneered by teachers and their union in Toledo.

The Internship program in Rochester has been, and continues to be, very successful. Over the years, more than 1600 new teachers have benefited from assistance provided by accomplished veteran colleagues. While approximately 8 percent of intern teachers were not recommended to continue in our district, 92 percent became better equipped to meet the high standards that we are setting here for our profession. Significantly, when asked in a year-end survey where they see themselves ten years from now, 84 percent say, "as Lead Teachers!"

Nearly 80 percent of all beginning teachers in this nation leave teaching before their tenth year of teaching. That makes our occupation a revolving door "procession" more than a real profession. The Internship program helps us to beat those odds. New teachers need not learn their job by trial and error here: they are ushered in and learn their habits from their best colleagues. It is little wonder that the Internship program is one of our most successful reforms.

The Rochester Teachers Association remains a strong proponent of the Internship program and peer review because we are striving to build a more genuine profession for ourselves and for future teachers. But there can be no genuine profession without professional autonomy. Such important decisions as who should enter and remain in our profession need not be regulated to non-practitioners or former practitioners only. Nobody knows the difference between good teaching and bad teaching better than the best teachers themselves. We care deeply because this is our profession and these are our colleagues.

Through such efforts as peer review and the Internship program, we in Rochester are seeking to put teachers at the center of their own work. The beneficiaries will be our present and future colleagues, and especially our children.

Sincerely,

Adam Urbanski

Adam Urbanski, President

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Career In Teaching
Handbook for Interns

WHAT IS THE PURPOSE OF THIS HANDBOOK?

The purpose of this handbook is to familiarize interns and others about the responsibilities of interns in the district and in the mentor teacher-intern program. An internship is a rigorous period of assistance and assessment. Successful completion of an internship is an entry point to the district and the teaching profession. The district's goal is that all teachers new to the district receive the assistance of a mentor during their intern year. Incorporating mentor-assisted internships as a career development level reflects the district's and teachers' union's belief that teachers in their first year should be given the best possible opportunities for professional development and success.

The handbook answers a series of questions about the Career in Teaching (CIT) Program, the 1999-2000 mentor program designs, internships, mentor responsibilities, per diem release time for interns, etc. Appendix I outlines the professional expectations for intern teachers. Appendix II provides all of the forms used in the mentor teacher-intern program and the 1999-2000 calendar.

WHAT IS THE CAREER IN TEACHING PROGRAM?

The Career in Teaching Program is a collaborative effort between the Rochester City School District (RCSD) and the Rochester Teachers Association (RTA) to revitalize instruction by creating a true profession for teachers. It is guided by the Career In Teaching Plan agreement, which was negotiated in the spring of 1988.

The intent of the Career in Teaching Program is to help improve public education in Rochester by providing an opportunity for exemplary teachers to inspire excellence in the profession, share their knowledge and expertise with others, and actively participate in instructional decision-making without leaving the classroom. The success of the program will be measured by improved student outcomes.

The program also establishes a method for developing and maintaining the highest caliber teaching staff in Rochester City Schools, by incorporating into these agreement provisions from the previously negotiated Peer Assistance and Review (PAR) Program. The PAR Program, which ran from 1986 to 1988, included internships for new teachers and intervention for tenured teachers who were experiencing severe difficulties in the classroom. The CIT Program also calls for peer review in the evaluation of tenured teachers.

WHO DIRECTS THE CAREER IN TEACHING PROGRAM?

The CIT Program is directed by a 12 member joint governing panel – the CIT Panel – composed of 6 members appointed by the Superintendent and 6 members appointed by the RTA President. The CIT Panel implements policy, delineates roles, responsibilities and success measures for each career development stage, and monitors and documents the effectiveness of the CIT Plan. The Panel also recommends methods of addressing systemic issues affecting the Career in Teaching Program.

HOW LONG HAS THE CIT PROGRAM BEEN OPERATING?

The 1988-89 school year was the first year of operation for the CIT Program. The Peer Assistance and Review Program, predecessor of the CIT Program, operated during the1986-87 and 1987-88 school years. The PAR Program was a pilot project designed to provide internships for new teachers and intervention for tenured teachers in need of assistance. In addition to assisting interns, mentors were also charged with the responsibility of recommending which teachers were competent to teach beyond their first year.

Development of the Peer Assistance and Review Program agreement began in the summer of 1985. The proposed program required changes in working conditions necessitating bi-lateral negotiations between the RCSD and RTA. The provisions of the PAR Program agreement were finalized in March of 1986. In May, the Board of Education adopted and the RTA Representative Assembly ratified the agreement for the 1986-87 School year. The success experienced by the PAR Program led the CSD and RTA to develop and expand the peer assistance and review concept. The result was the Career in Teaching Program.

Concurrent with the development of Rochester's PAR Program, the New York State Legislature amended Section of State Education law to provide for a New York State Mentor Teacher-Internship Program (MTIP). The NYS MTIP was developed in anticipation of State Department of Education plans to mandate one-year internships as part of the future teacher certification process. By funding and observing local pilot projects, the State hoped to identify problems, issues and successful aspects of a variety of internship models. The state program helped fund the first five years of the RCSD mentor program. Since 1991-92, however, the MTIP program did not survive state budget cuts.

Our RCSD mentor program, as described below, is changed significantly from previous years. These changes do not compromise the quality of the program.

WHAT IS THE ROCHESTER CITY SCHOOL DISTRICT MENTOR PROGRAM?

In the current year, the district will have three different types of mentors: a) Lead Teacher assigned as Mentor, b) School-based Mentor, and c) Special Area Mentor. The Lead Teacher assigned as Mentor is the traditional mentor model. These mentors will be released from their regular classroom responsibilities for forty percent of their time at the secondary level and fifty percent of their time at the elementary level. Each mentor will have a caseload of four interns. In some instances, these mentors may have three interns and one intervention case. Interns will have access of up to 6 days of per diem release time. The use of this release time is explained below. The caseloads of activated Lead Teachers assigned as Mentors will be filled prior to activating the other types of mentors.

To extend the capacity of the mentor program, especially after the school year begins and in certificationsareas with too few interns to activate a mentor with release time, the CIT Panel established two additional mentor positions: the ***School-based Mentor*** and the ***Special Area Mentor.*** Unlike the traditional model, these mentors will not receive release time from their regular teaching assignment. Instead the mentor/intern teams will receive up to 10 days of per diem release to provide for conferences, guided observations, professional development opportunities, etc. Both mentors will be expected to complete all necessary evaluation materials for interns.

Lead Teachers/School-based Mentors will provide assistance and support to one intern teacher in their own school. Interns may include inexperienced teachers, as well as teachers new to urban teaching and teachers who have changed certification areas or levels. Interview committees established by school-based planning teams in cooperation with the CIT Panel will recommend these mentors. The CIT Panel is responsible for the actual selection and assignment of *School-based Mentors.* When a new hire is

assigned to a school, the building administrator should contact the Mentor Program Coordinator, Carl O'Connell, at 262-8541, if there are questions concerning mentor assignment.

Lead Teachers/Special Area Mentors will provide assistance and support to one intern-teacher in their certification area but not necessarily in the same building. In special areas, the intern-teacher may be itinerant or the only teacher in their tenure area located in the building, e.g., counselors, psychologists, library media specialists. Interns may include inexperienced teachers as well teachers new to urban teaching and teachers who have changed certification areas or levels. These mentors will be recommended by special area interview committees established in cooperation with the CIT Panel is responsible for the actual selection and assignment of *Special Area Mentors*.

WHAT IS A LEAD TEACHER?

The CIT Program provides four career development stages: Intern, Resident, Professional and Lead Teacher. Assignment to the first three career levels is based on teacher certification, tenure and experience in teaching. All RCSD full time teachers participate in the Career in Teaching Program. For example, newly hired teachers without New York State teaching experience will be interns for their first year in the district. After successful completion of their internship, they will be residents until they have received both permanent New York State certification and tenure in the district. Permanently certificated, tenured district teachers are Professional Teachers. Professional status is a prerequisite for applying for lead teacher positions

Lead teachers are chosen through an open competitive process to assume additional responsibilities in the district. ***Lead Teacher assigned as Mentor*** was the first lead teacher position in the district. There are now many different lead teacher roles, all staffed by excellent practitioners.

WILL ALL INTERNS BE ASSISTED BY A LEAD TEACHER/MENTOR?

Although the district's goal is that all new teachers will have mentor-assisted internships, not all teachers who have the career level status of intern will participate in the Mentor Teacher-Intern Program. Under the CIT Program, interns will complete one of two types of internships. One type is with a mentor; the second type does not include a mentor. It is important to recognize that funding for internships with mentors is limited and that, perhaps, not all interns eligible for assistance will be served.

WHO QUALIFIES TO BE AN INTERN IN THE CAREER IN TEACHING PROGRAM?

According to the negotiated Career In Teaching Plan (May 1988): "Newly employed teachers with less than one year full-time teaching experience in their certification area in New York State shall be considered Intern Teachers. Intern Teachers may be assigned a CIT Program Mentor for their first year with the District." Other, more experienced, newly employed teachers may also be considered for internships.

The CIT Panel has adopted the following guidelines for determining the career level status of newly hired, full-time teachers.

1. All newly hired probationary or contract substitute teachers with less than one year full-time teaching experience in their certification area New York State will be identified as interns. This includes beginning teachers, experienced teachers from out-of-state, and teachers who change certification levels. A teacher can be designated an intern regardless of experience in the teaching profession or salary level.

2. All newly hired probationary or contract substitute teachers without full-time RCSD experience and with less than three years of experience in a New York State urban public school district or less than seven years of experience in a New York State non-urban public school district, will be considered interns.

3. Newly hired probationary or contract substitute teachers with previous contract substitute experience in the district may be awarded CIT internships. These new hires will be considered for internships after a review of their RCSD and other teaching experiences. At a minimum, teachers with two years or less experience in teaching will be awarded an internship.

4. Other new hires will be considered for internships on an individual basis. Generally, teachers with three or more years of recent, full-time experience in the district or another urban district would be assigned the career level status of resident. Teachers with seven or more years of recent full-time, non-urban public school teaching experience would also be candidates for residency.

WHO DETERMINES WHETHER I AM DESIGNATED AN INTERN AND WHETHER I RECEIVE THE ASSISTANCE OF A MENTOR?

The CIT Panel or its designee determines the career development level for each full-time RTA-unit teacher who receives a probationary or substitute contract.

The Panel has designated the responsibility of recommending the career level status of "new" teachers to the Department of Human Resources. When completing the ***Recommendation for Employment***, each Human Resources Director is responsible for recommending the new teacher's appropriate career level status.

The Human Resources Directors are also charged with recommending for mentor assistance all interns who qualify for the service. This recommendation is included on the ***Recommendation for Employment.*** Not all interns who have been recommended for mentor services will receive mentor assistance. This is because resources to support mentor assistance are not always available. Finally, an effort will be made to prioritize interns eligible for mentor services; that is, interns with the least previous teaching experience will be given priority. In all instances, however, the CIT Panel will complete the assignment of interns and mentors.

Any questions by teachers or administrators concerning eligibility for mentor services should be referred to Carl O'Connell, Mentor Program Coordinator, at 262-8541.

IS PARTICIPATION IN THE CAREER IN TEACHING PROGRAM OPTIONAL?

All full-time teachers active with the district must participate in the Career in Teaching Program. Newly hired teachers will be assigned to an internship or residency as a condition of hiring. Your career development level status will be included in your Personnel file.

WHAT IS THE INTENT OF AN INTERNSHIP?

Establishing a corps of the highest caliber teachers is a shared goal of the RCSD and RTA. Incorporating internship as a career development level in the Career in Teaching Program reflects the district's and union's belief that teachers in their first year with the district should be given the best possible opportunities for professional development and success. Internships are designed to:

a) *Inspire individual and professional excellence.*
b) *Induct newly hired teachers into the district, the profession and the community.*
c) *Communicate to interns the district's mission and values.*
d) *Assist interns in developing and refining their pedagogical skills and in handling their other responsibilities.*
e) *Help interns to develop the skills necessary to work effectively in an urban environment.*
f) *Encourage interns to develop collegial relationships.*

HOW LONG IS AN INTERNSHIP?

Internships last for one full year. An internship may span two school years for new teachers employed after the school year starts.

In special cases, the CIT Panel may extend the internship into a second full year. When this is done, the intern teacher may also agree to a one-year extension of his/her probationary period.

WHEN ARE MENTORS ASSIGNED, AND HOW WILL I FIND OUT IF A MENTOR IS ASSIGNED TO ME?

Mentors are assigned and begin to provide assistance prior to the intern's first day of school. The CIT Panel will make every effort to make mentor/intern assignments as early in the school year as possible. You and your principal will receive letters informing you of your program participation and your mentor assignment. It is entirely possible, however, that your newly assigned mentor will contact you before you receive this letter.

HOW ARE INTERNS PAIRED WITH MENTORS?

Interns are paired with mentors based on common certification areas. In some instances, when a mentor is not available in an intern's area of certification, the CIT Panel will assign a mentor, who while certified in another areas, is knowledgeable about classroom management and instruction, and will introduce you to professionals in your certification area.

WHAT IF I NEED PEER ASSISTANCE AND HAVEN'T BEEN ASSIGNED TO A MENTOR?

If you are an intern or resident who feels in need of mentor assistance, please contact the Mentor Program Coordinator, Carl O'Connell, at 262-8541. Our goal is to help enable you and your students to have the most successful year possible. If we cannot provide direct assistance, we will try to link you to other services that may help.

HOW OFTEN WILL I SEE MY MENTOR?

Mentors are responsible for scheduling their visits with interns. Under the traditional mentor model, each mentor will have up to four interns – often located in as many different buildings – in addition to having a part-time teaching schedule. Your mentor's schedule will reflect his or her style, your needs, other interns' needs and the best use of time. *School-based* and *Special Area Mentors* do not have release time from their regular teaching schedules. Therefore, mentors and interns are encouraged to meet during lunch hours, planning time, before or after the school day, etc. In addition, per diem release time is available to both mentors and interns for classroom observations, conferencing, professional development activities, etc.

HOW DOES MY MENTOR KNOW MY NEEDS?

Interns and mentors together complete a ***Needs Assessment Form*** (Appendix II) early in September, which provides background information in areas of intern needs that are easily identifiable. Throughout the year, you should take advantage of frequent observations (see Appendix II for ***Mentor Observation/Conference Notes)***, conferences and informal discussions with your mentor to make him/her aware of what is needed.

WHAT SUPPORT AND ASSISTANCE CAN I EXPECT FROM MY MENTOR?

Mentor-intern interaction is controlled by the relationship that develops between individuals. In general, the mentor is to provide advice, help secure materials, ease the intern's transition into the district, share information about all aspects of professional development, and guide the intern's induction into the teaching ranks. The mentor's role is one of an "enabler" or facilitator, and should enrich the experience of an intern teacher.

WHAT ARE MY RESPONSIBILITIES AS AN INTERN?

Your first and greatest responsibility is to your students, assuring that they receive your best possible effort as their teacher.

As an intern, you report to, and are supervised and evaluated by your immediate supervisor. It *is not the intent of the mentor program to compromise or supplant the role and responsibilities of your supervisor.* Rather, the intent of the program is to supplement and complement the role of your supervisor through the provision of peer assistance.

As an intern, you will be expected to attend an orientation/inservice. The *Lead Teachers for CIT Professional Development* will also arrange workshops and other professional development opportunities for interns. Additional district, department and building-based inservices are offered throughout the year. CIT, the office of Staff Development, Special Education Training and Resource Center (SETRC) and UleaD offer a wide array of courses and opportunities for professional development. **While your mentor may recommend the various workshops to you, it is your responsibility to make any necessary arrangements to attend.** Your mentor will advise you who to contact and how to make any necessary travel or workshop arrangements.

The CIT Panel acknowledges the diverse backgrounds, experiences, needs and preferences of learning styles inherent in the teaching staff. Interns, with assistance from their mentors and supervisors, will develop personalized plans for professional development. Interns will begin documenting their professional growth.

An intern shares the responsibility for scheduling time with his or her mentor, and for scheduling time for other professional development. Interns well also complete program assessment and evaluation materials as required, including ***Status Reports on Mentors*** (see Appendix II), as required. In addition, interns are responsible for understanding and addressing the professional expectations for teachers.

WHAT ARE THE PROFESSIONAL EXPECTATIONS FOR INTERNS?

Fundamental to the Career in Teaching Plan and other reform initiatives is the concept of extended expectations for all professional staff. In 1988, a group of teachers and administrators developed the ***Profession Expectations for Teachers.*** These extended expectations began with four belief statements about what teaching and learning should be and about what teaching and learning must become if schools are to change to respond to student needs. The expectations for teachers also incorporated the following five areas of professional development, interaction and involvement:

a) *The continuum of professional development and collegial interaction*
b) *Professional involvement beyond the classroom*
c) *Home involvement*
d) *Community relationships*
e) *Promoting and enhancing the status of the profession*

These areas of professional emphasis for district teachers serve as points of departure for discussions about what schools, teaching and learning should be as we move forward. At the outset, professional staff needs to acknowledge and support a concept of collegiality that is new to our schools. Colleagues in instruction include all who contribute to the teaching and learning composite: fellow classroom teachers, pupil personnel support, administrators, paraprofessionals and other educators.

Currently, as a result of the latest contract negotiations, the expectations for teachers are being further developed and refined. For interns, however, the expectations will stay the same during the 1999-2000 school year. Your performance as an intern in the Mentor Teaching-Intern Program will be assessed based on how well you meet the professional expectations for interns. The ***Professional Expectations for Teachers*** are included in Appendix I.

HOW DO I USE MY PER DIEM RELEASE TIME?

All mentor/intern teams receive 6 days of per diem release time to be determined jointly by the mentor and intern. School-based and Special Area mentor/intern teams receive 10 days of per diem release. The release time is to be used primarily for the intern's professional development. Release time may be used for the following:

- Inservice and formal professional development activities
- Learning strategies for delivery of curriculum
- Additional planning and conferring
- Observing other teachers
- Team teaching with a mentor or working with another lead teacher in your classroom
- Meeting with mentors or others associated with the CIT Program
- Completing the requirements of an internship in the RCSD as outlined in the ***Professional Expectations for Teacher*** (Appendix I) of this handbook.

In general, the release time is to be used to accomplish the activities of the CIT Program in cooperation with the mentor.

WHAT IF I DON'T NEED A MENTOR FOR A FULL YEAR?

All staff need to view the internship year as an opportunity to develop or refine pedagogical skills; increase content area knowledge; establish professional relationships with other teachers, parents and community organizations; and work toward excellence. Increasing understanding, refining skills, and aspiring to excellence are lifelong commitments – a journey to be started, not completed, during the CIT internship.

Teachers chosen for internships will have various levels of skill and experience. Regardless of the intern's strengths, maximizing the professional growth opportunities from this yearlong experience is the responsibility of both the mentor and intern.

HOW IS MY PERFORMANCE AS AN INTERN EVALUATED?

Your supervisor will evaluate you according to the district's policy for observation and evaluation of new teachers as described in the policy manual, ***Process for the Supervision and Evaluation of District Personnel.*** The manual outlines administrative procedures for observation and evaluation of teacher performance and describes areas of competence as related to the ***Evaluation Form for Teachers***. If you have not received the manual, contact your supervisor or the Department of Human Resources for a copy.

All new teachers, **including contract substitutes,** will be evaluated by their supervisors. Your supervisor sends your observation and evaluation forms to the Department of Human Resources. Duplicates of the forms will be given to the CIT Panel.

In your first year in the Career in Teaching Program, the mentor's assessment of your performance, like your supervisor's evaluation, is very important. As part of the negotiated agreement between the RTA and the RCSD, mentors advise, support, counsel, provide resources and serve as "gatekeepers" to the teaching profession. The minimum number of required ***Intern Status Reports*** (see Appendix II) filed by mentors with the CIT Panel which indicate an intern's progress in meeting the expectations of the internship will be two (November, February). However additional Status Reports may be requested at any time by the mentor, intern, or CIT panel. In April, the mentor presents the ***Intern Final Report*** (see Appendix II) to the CIT Panel, including a recommendation about the intern's suitability to continue in the district. All mentor-filed reports are submitted directly to the CIT Panel and remain part of your confidential CIT file.

For interns who are experiencing difficulty in fulfilling one or more of the professional expectations, mentors are required to issue an ***Early Warning Report*** (see Appendix II). This additional report is appropriate at any time after four weeks of internship and should be followed up by a ***Status Report*** and oral reports to the Mentor Program Coordinator. The ***Early Warning Report*** serves as a written statement of serious difficulties in intern professional performance. Continuance of less than satisfactory performance will result in a recommendation an intern not be employed by the district in the future.

In addition, a ***Mid-Year Unsatisfactory Report*** (see Appendix II) can be filed by January 14 should such serious difficulties continue to be recognized by that time.

WHAT HAPPENS AT THE END OF AN INTERNSHIP?

Internship is a "gatekeeping" mechanism for the profession and for the district. Mentors have the dual responsibility for:

1) Assisting interns to develop their skills to the greatest extent possible.

2) Judging whether an intern should continue to be employed by the district.

Toward the end of the internship, the CIT Panel is responsible for making recommendations regarding an intern's future with the district.

The Panel considers both the mentor's assessment and the supervisor's evaluation when making the CIT recommendation for continuation or termination of an intern's employment to the superintendent of Schools and the RTA president. A copy of the ***Recommendation for Continued Employment*** (see Appendix II) will be given to the intern and become part of the intern's Personnel file.

WHAT DOES THE SUCCESSFUL COMPLETION OF AN INTERNSHIP MEAN?

The successful completion of an internship in the district is viewed as an achievement. Successful completion means that the intern has fulfilled the *Professional Expectations* for interns and is proficient in most, if not all, of the categories on the ***Intern Status Report.*** Proficient is defined as meeting or exceeding the professional expectations for interns. Progress toward successful completion of an internship is formally documented in the ***Intern Status Reports*** and the ***Intern Final Report*** completed by the mentor, and in the ***Formal Teacher Observation Forms*** and final ***Evaluation Form for Teachers*** completed by the supervisor. If the CIT Panel recommends that an intern continue employment with the district, and if the recommendation is approved by the Superintendent and the RTA President, then the teacher has successfully completed the internship career level.

Probationary teachers who successfully complete their internship will advance to the career development status of resident for the next school year. While the district will make every effort to continue the employment of successful interns who are contract substitutes, the successful completion of an internship is not an offer for continued employment. Employment is dependent on RCSD staffing needs.

ARE THERE ANY OTHER EVALUATION REQUIREMENTS?

Yes! In keeping with the concept of peer review, interns will be required to complete the ***Status Report on Mentors*** (see Appendix II). You will be asked to complete these reports in November and February. These reports must be sent to the Mentor Program Coordinator by the requested dates.

In addition, all interns may be required to participate in the local CIT Program evaluation. This includes completing a survey of your program experiences at the end of the year.

Since the CIT Program has generated considerable interest, many national researchers have requested access to interns and to mentors. The Panel recognizes that repeated requests for your participation in these activities represent demands on your time. Your participation in any of these activities is entirely voluntary. Please check with your mentor before you agree to participate.

WHAT IF SOMETHING ABOUT THE CIT PROGRAM OR MY MENTOR TROUBLES ME?

The CIT Panel has established an appeals process to handle concerns about any aspect of the CIT program and about mentor/intern relationships. Questions about the program should be directed to the Chairperson. A telephone call is often all that is needed to handle any concern. In some instances, the Chairperson may suggest that you present your concerns on an ***Appeals Form*** as quickly as possible. If you are appealing a specific decision or occurrence, the Panel requests that the ***Appeals Form*** be completed within ten days for the incident.

Your internship is designed to be a positive, productive experience. If it is not, then please let the Panel or the Mentor Program Coordinator (262-8541) know so that steps can be taken to address your concerns.

CAN OTHER PERSONS COMMENT ABOUT THE CIT PROGRAM?

Yes, in fact administrators will be asked to comment on the performance of mentors who assist interns in their building using the ***Administrator's Comment Report*** (see Appendix II). The Joint Governing Panel will also accept all comments and suggestions about the CIT Program. A ***General Comment Sheet*** (see Appendix II) is available for that purpose.

APPENDIX I

Professional Expectations

Professional Expectations for Teachers

- **Pedagogy:** Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.
- **Content:** Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.
- **Human Development/Social Context:** Teaching reflects deep understanding of human development – the range of social, cultural, emotional and cognitive dimensions which affect students and schools.
- **Management:** Teachers construct and manage a safe, responsive learning environment.
- **Professional Development:** Teachers think systematically about their practice and are members of learning communities.
- **School Quality:** Teachers have a professional collegial responsibility to contribute to the improvement of school quality and to student learning.
- **Home Involvement:** Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience which addresses the needs and interests of each child.
- **Community Relationships**: Teachers support the education of their students by establishing appropriate community relationships.
- **Responsibility to the Profession:** Teachers contribute to promoting and enhancing the profession.

APPENDIX II

1999-2000 Mentor/Intern Calendar

Needs Assessment Form

Frequently Used Telephone Numbers

Mentor Observation/Conference Notes

Intern and Mentor Status Report
Clarification of Terms

Intern Status Report

Status Report on Mentors

Early Warning Report

Mid-Year Unsatisfactory Report

Intern Final Report

Recommendation for Continued Employment

Administrator's Comment Report

Appeals Form

General Comment Sheet

Refer to Special Area Supplement for Social Work, School Counseling, Psychology, Speech/Language

1999-2000 C.I.T. Mentor/Intern Calendar

(Note Timeline may vary due to late assignment of LT/Mentor)

1999		
September – October	---	Intern Data Sheet Needs Assessment Form Early Warning Report (after 4 weeks of Internship)
November 15	---	Status Report #1
2000		
January 14	---	Mid-Year Unsatisfactory Report
February 28	---	Status Report #2
April 26, 27, 28	---	CIT Panel Review of Final Reports On Interns
June 2	---	Year End Mentor/Intern Picnic

Career In Teaching

NEEDS ASSESSMENT FORM

Intern's Name: _____ School: _____

Mentor's Name: _____ Date: _____

TO THE INTERN: As part of the needs assessment process, you are being asked to identify areas of concern on this form. You and your mentor will use this information to develop a personal plan of action.

YES	NO	
❑	❑	a. Planning: _____
❑	❑	b. Incorporates multi-cultural/multi-lingual perspective: _____
❑	❑	c. Assessment and evaluation: _____
❑	❑	d. Making assignments: _____
❑	❑	e. Developing work study habits: _____
❑	❑	f. Recognize and provide for individual differences: _____
❑	❑	g. Accessing student records: _____
❑	❑	h. Developing and writing IEPS (Special Ed. and appropriate teachers): _____

PLAN: _____

(over)

II. CLASSROOM MANAGEMENT:

YES	NO	
❑	❑	a. Classroom facilitation and control: _____
❑	❑	b. Interaction with pupils: _____
❑	❑	c. Classroom routine: _____
❑	❑	d. Classroom organization: _____
❑	❑	e. Use of strategies and personnel to assist students with special needs: _____
❑	❑	f. Handling difficult assignments: _____
❑	❑	g. Handling difficult problems: _____
❑	❑	h. Understanding the diverse needs of urban youth: _____

PLAN: _____

III. PRESENTATION OF SUBJECT MATTER:

YES	NO	
❑	❑	a. Curriculum _____
❑	❑	b. Employing interdisciplinary approaches: _____
❑	❑	c. Teaching techniques and materials: _____

III. (continued)

YES NO

❑ ❑ d. Questioning techniques: _____

_____

❑ ❑ e. Motivational techniques: _____

_____

PLAN: _____

_____

_____

IV. COMMUNICATION SKILLS:

YES NO

❑ ❑ a. Oral and written communication skills: _____

_____

❑ ❑ b. Speech, articulation and voice quality: _____

_____

❑ ❑ c. Communication with parents: _____

_____

PLAN: _____

_____

_____

V. PROFESSIONAL EXPECTATIONS:

YES NO

❑ ❑ a. Understands District Mission Statement: _____

_____

❑ ❑ b. Workshops, inservices or graduate courses: _____

_____

❑ ❑ c. Using district-wide resources (e.g., Dial-A-Teacher, SETRC, ULeaD, EAP): _____

_____

(over)

V. (continued)

YES **NO**

❑ ❑ d. Learning about the community and community resources: _____

_____

❑ ❑ e. Working with colleagues to improve teaching skills: _____

_____

❑ ❑ f. Home involvement: _____

_____

❑ ❑ g. Understanding district operations: _____

_____

PLAN: _____

VI. MISCELLANEOUS:

YES **NO**

❑ ❑ a. Needs a building orientation: _____

❑ ❑ b. Understanding building procedures: _____

❑ ❑ c. Understanding your contractual rights: _____

❑ ❑ d. Understanding the role of Student Support Services: _____

❑ ❑ e. Interpreting district policies: _____

❑ ❑ f. Understanding district evaluation process: _____

❑ ❑ g. Understanding annual testing requirements: _____

❑ ❑ h. Understanding your mentor's role: _____

❑ ❑ i. Understanding your responsibilities as an interns: _____

❑ ❑ j. Understanding the Career in Teaching Program: _____

PLAN: _____

Frequently Called Numbers

State Education Department Office of Teaching	1-518-474-3901
Career In Teaching	262-8518 262-8541
CIT Fax Number	262-8795
Rochester Teachers Association	546-2681
Advantage Federal Credit Union	454-5900
Human Resources Department	262-8583
Benefits Office	262-8206
Employee Assistance Program	423-9490
Rochester Teacher Center	262-8080
Special Education Resource Training Center (SETRC)	262-8646
Teacher Payroll	262-8265
UleaD –Contact: Debbi Jackett	546-2681
New York State United Teachers (NYSUT)	1-800-343-9810
RCSD Central Office Fax	262-5151

Career In Teaching

Mentor Observation/Conference Notes

Intern's Name: _____ **Date:** _____

Class/School: _____

NOTES:

Questions/Comments/Suggestions:

Mentor's Signature: _____

(White Copy - Intern. Yellow Copy - Mentor)

Career In Teaching

Intern and Mentor Status Report
Clarification of Terms

Status reports for both mentors and interns use categories reflecting the Professional Expectations for Teachers included in the initial report of Performance appraisal Redesign for Teachers (August 1989).

When an intern completes a status report about his/her mentor, the comments in each area should reflect the extent to which these values are reinforced by the mentor and the extent to which the mentor has modeled professional behavior in these areas.

When a mentor completes a status report about his/her intern, the boxes checked and the comments should reflect the relative progress the intern has made in each area toward meeting or exceeding professional expectations for interns.

If, by the end of the internship, a teacher is not meeting district expectations in one or more categories, it is unlikely that the CIT Panel will recommend that the teacher continue in the district's employment.

TEACHING AND LEARNING

Connects the student's world and content
- Strong knowledge base
- Wide range of knowledge and experience
- Knows how to engage students in learning
- Approaches instruction with an interdisciplinary focus
- Approaches instruction with a multicultural focus

Celebrates the learning process
- Enthusiastic about teaching/learning
- Positive attitude about students
- Energetic, flexible, sense of humor
- Creative
- Takes risks
- Tailors instruction to students' enthusiasm and strengths

Knowledge of human development
- Understanding of pedagogy
- Relates pedagogy to age-specific development
- Able to adapt teaching to various learning styles
- Experience with diverse student populations

Creates positive learning environment
- Able to create atmosphere conducive to learning
- Respect for students
- Promotes self esteem

CLASSROOM MANAGEMENT

Facilitates classroom control
Interacts well with pupils
Establishes an effective classroom routine
Organizes classroom to support learning
Uses strategies/staff to support students with special needs

PROFESSIONAL DEVELOPMENT AND COLLEGIAL INTERACTION

Knowledge of education reform issues
Knowledge of district reform issues
Embraces district mission
Seeks ongoing professional growth
Plans for collegial interaction

PROFESSIONAL INVOLVEMENT BEYOND THE CLASSROOM

Willingness to participate in school efforts
Willingness to participate in school and district activities
Understands district organization
Collaborates with other professionals

HOME INVOLVEMENT

Sensitive to the needs of students from various socio-economic backgrounds
Accessible to students and parents
Engages parents in the student's learning
Establishes effective communications with parents
Facilitates parental involvement in the classroom

COMMUNITY RELATIONSHIPS

Sensitive to urban concerns and issues
Knows and interacts with the Rochester community
Understands the relationship between community support and student success in school

PROMOTING AND ENHANCING THE PROFESSION

Respects the teaching profession
Aware of responsibilities to the profession
Involved in professional organizations
Demonstrates professional commitment

Career In Teaching

Intern Status Report

November ❑ **February** ❑ **Other** ❑

Intern's Name: _____ School: _____

Certification: _____ Grade/Subject/Level: _____

Mentor's Name: _____ Telephone Number: _____

Observation Dates: _____

Conference Dates: _____

PROFICIENT:	Performance meets or exceeds profesional expectatios for interns.
SHOWS GROWTH:	Performance continues to improve in areas indicated.
NEEDS ADDITIONAL WORK:	Performance needs improvement in areas indicated.

1. Teaching and Learning:
   - Connects the student's world and content
   - Celebrates the learning process
   - Uses knowledge of human development
   - Creates a positive learning environment

   ❑ Proficient
   ❑ Shows Growth
   ❑ Needs Additional Work

2. Classroom Management:

   ❑ Proficient
   ❑ Shows Growth
   ❑ Needs Additional Work

3. Professional Development and Collegial Interaction:

   ❑ Proficient
   ❑ Shows Growth
   ❑ Needs Additional Work

(over)

4. Professional Involvement Beyond Established Service Delivery: The Classroom

- ❑ Proficient
- ❑ Shows Growth
- ❑ Needs Additional Work

5. Home Involvement:

- ❑ Proficient
- ❑ Shows Growth
- ❑ Needs Additional Work

6. Community Relationships:

- ❑ Proficient
- ❑ Shows Growth
- ❑ Needs Additional Work

7. Promoting and Enhancing the Status of the Profession:

- ❑ Proficient
- ❑ Shows Growth
- ❑ Needs Additional Work

Mentor Signature: _____ Date: _____

Intern's Signature: _____ Date _____

Intern may attach a response or comments
Please return form, under seal, to Mentor Program Coordinator, CIT Office, CO-2

Career In Teaching

Status Report on Mentors

(To be completed by Interns)

Mentor's Name: _____ Date: _____

Intern's Name: _____ School: _____

Please comment on the ways in which your mentor worked with you in the areas listed below. Feel free to add other appropriate comments about your work with the mentor.

1. In what specific ways has your mentor advanced your knowledge of teaching and learning (i.e., connecting the student's world and content; celebrating the learning process; using knowledge of human development; creating a positive learning environment)?

2. In what specific ways has your mentor helped you advance your skills in the area of classroom management?

3. In what specific ways has your mentor encouraged your professional development, collegial interaction, and involvement beyond the classroom (i.e., school/district activities, workshops, etc.)?

(over)

4. In what ways has your mentor assisted your participation in home involvement?

5. In what specific ways has your mentor assisted your participation in community relationships?

6. In what ways has your mentor helped you enhance your sense of teacher professionalism (i.e., responsibilities to the profession, membership in professional organizations, etc)?

Intern's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

Mentor may attach a response or comment. Please return under seal to Mentor Program Coordinator, CIT Office, CO-2.

Career In Teaching

Early Warning Report

NOTE: Complete this report if an intern is assessed to be in serious difficulty in fulfilling one or more of the professional expectations for teachers. This report may be completed at any time after the first status report.

Intern: _____ School: _____

Mentor: _____ Date: _____

Dexcription of area(s) of difficulty:

Summary of actions taken:

Future outlook and additional support suggested:

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Send report **under seal** to: Mentor Program Coordinator, CIT Office, CO-2

Career In Teaching

Mid-Year Unsatisfactory Report

NOTE: Complete this report if an intern is having serious difficulty in fulfilling one or more of the professioanl expectations for teachers. This report is to be submitted to the Mentor Program Coordinator by January 15.

Intern: _____ School: _____

Mentor: _____ Date: _____

Date of Early Warning Report: _____

Name of Intern's immediate Supervisor: _____

Date(s) of contact(s) with Administrator: _____

Describe the comments of the Intern's immediate Supervisor regarding the Intern's performance. _____

_____

_____

_____

_____

Please describe the continuing area(s) of serious difficulty and summary of actions taken by the mentor.

_____

_____

_____

_____

Prognosis/additional CIT Panel supports requested: _____

_____

_____

_____

Intern Comment: (may be submitted with this report or sent under seal to the Mentor Program Coordinator, CIT Office, CO-2).

_____ _____

Intern's Signature* Date

(*Signature indicates that this report has been seen only, not approved.)

_____ _____

Mentor's Signature Date

Send report under seal to Mentor Program Coordinator, CO-2

Career In Teaching

Intern Final Report

Intern's Name: _____ **Certification:** _____

Mentor's Name: _____ **School:** _____

A. Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern's future in the teaching profession.

(over)

B. Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Reviewed by CIT Panel: _____ Date: _____
(Signature)

Intern may attach a response or comment; please initial if comment is attached. Return **under seal** to mentor Program Coordinator, CIT, CO-2.

Special Note: _____

Career In Teaching

To the Superintendent of Schools and RTA President:
Recommendation for Continued Employment

Intern's Name _____ School: _____

Certification: _____

Mentor's Name: _____

Appointment Type: ❑ Probationary ❑ Contract Substitute

Based on formal documentation of the intern's performance, the CIT Panel makes the following recommendations:

For Probationary Teacher: ❑ This intern is recommended for continued employment
❑ This intern is not recommended for continued employment.

For Contract Substitutes: ❑ This intern is highly recommended for future employment
❑ This intern is recommended for future employment.
❑ This intern is not recommended for future employment.

Comments:

For the CIT Panel: _____ Date: _____
(Signature)

Career In Teaching

Administratnor's Comment Report
for Lead Teachers assigned as Mentors

Administrator: _____ Title: _____

Mentor: _____ School: _____

1. Have you met with or talked to the mentor this year?

2. According to your observations, what are the activities the mentor performs in your building (e.g., conferring with interns, securing materials, meeting with administrators and support staff?)

3. What is your perception of the mentor's relationship with his/her intern(s). Please be specific.

(over)

4. What is your perception of the mentor's relationship with building administrators, support staff, and other teachers?

5. Would you like to make any other comments or observations about this mentor or the Career In Teacher Program?

Administrator's Signature: _____ Date: _____

This form will be forwarded to the Lead Teacher for his/her information and responses.

Please return this form via courier, **under seal,** to Carl O'Connell, Mentor Program Coordinator, CIT, CO-2.

Career In Teaching

Appeal Form

The CIT Appeal Form may be completed by anyone (Intern, Administrator, Lead Teacher) who has a concern about any aspect of the CIT Program. When using this form, please be specific about names and dates, and include a detailed explanation of the problem/concern.

Person Filing appeal: _____ Date of Appeal: _____

School: _____ Position: _____

1. Describe the problem or concern: Include, as appropriate, the following information: date, name of Lead Teacher building administrator, other staff/persons, location, and other data that you feel is relevant.

2. Please attach ***photo copies*** of pertinent forms, notes, letters, memos, etc.

BEST COPY AVAILABLE

Signed: _____

Appeal must be filed within 10 days of decision or incident. Appeal should be mailed **under seal** to: Chairperson, CIT Panel, CO-2

Carreer In Teaching

General Comment Sheet

Name: _____ **Date:** _____

School: _____ **Phone:** _____

The CIT Panel invites comments and suggestions about the Career In Teaching Program. Please complete and return this form to: Chairperson, CIT Panel, Central Office.